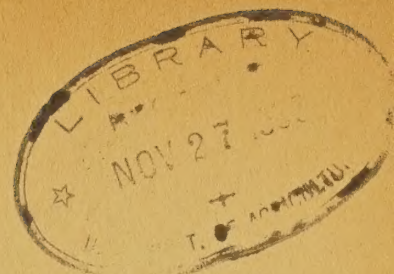


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✓ TENTATIVE SUGGESTIONS FOR A 4-H MONEY  
MANAGEMENT PROGRAM



I. Situation:

Today's children and young people have earlier and larger needs for money than did their parents and grandparents. Many parents are at a loss to help their children because they themselves did not have the same money needs; and they are asking many of our extension staff for guidance. As we look about we can soon see a number of changes in family money management needs:

1. Money becomes a part of a child's life at a very early age.
2. The modern modes of living require cash for many activities and services which formerly did not exist.
3. Many rural children go further to school under the consolidated system, necessitating expense for transportation, lunches, and in some cases lodging.
4. 4-H Club members often have earnings of their own from their club projects.

Furthermore, there seems to be lively interest in money for youth from both commercial and governmental sources, as for example, insurance companies and U.S. Treasury programs.

On the whole, however, the emphasis of these money programs is on the earning and saving of money. Practically no material is available on the child's and youth's use of money for his general welfare and personal satisfactions in daily living. The inquiries of parents and leaders would indicate the need for assistance in guiding the young person's decisions on the common spending practices which absorb most of his cash. Annual reports from the States show that an effort is being made to meet the demand of spending guidance through the use of account books. In 1942 there were 161,539 account books reported as being kept by 4-H Club members. In the last report the number had increased to 303,511, or by 53%. Records are not enough, but supplemental material is much too scanty to be of service either to extension personnel or to parents. Should we capitalize on the current interest evidenced by increased use of records, by presenting material that would teach a youth to evaluate his use of money before as well as after he spends it? Not only are data and materials meagre, but also are methods and techniques for effective teaching.

II. Objectives:

- A. To assist 4-H members to make wise decisions in the use of money and to get satisfaction for the money spent.
- B. To help 4-H Club members understand the responsibility involved in sharing the family purse.
- C. To assist 4-H agents and lay leaders in the development of a money management program.



### III. Purpose:

1. To provide agents, advisors, and 4-H Club leaders with information and materials that will serve as guides in teaching children to have a better understanding of money management and includes:
  - a. Techniques and illustrative material for presenting information.
  - b. How to get (secure) and keep interest.
  - c. Reference materials available.

### IV. General Program Features:

1. The program should be personalized and meaningful to each individual club member.
2. Special features that appeal to youth must be stressed.
3. The program should be so planned as to secure (enlist the) cooperation of parents of club members.
4. There should be cooperation with 4-H Club personnel and other subject matter specialists, and especially with those in family life.
5. The program should be considered an activity.

### V. Anticipated Changes:

That boys and girls will:

1. Show more clearly what it is that is important to them.
2. Increase their ability to make satisfying choices in the use of money.
3. Gain more confidence in their ability to make their own decisions.
4. Learn how plans and devices such as records can aid in their use of money.
5. Increase their ability to evaluate their past decisions and gain from their experience.
6. Understand more clearly their position as a member of a family group with many demands.
7. Develop a deeper appreciation for money as a return for labor.
8. Learn to look for more ways to meet a situation before deciding on one involving money.



As example of:

Procedures	Method	Techniques
Train agents and leaders in use of material	Meetings Conferences Home visit	Visual aid - such as flash cards, posters, flannelgraph, skits, and demonstrations.  Stories such as "Cheaper by the Dozen" "Money in your Pocket" "A Miss and Her Money"

Literature:

Why Keep Accounts. . . . .	Thelma Beall, Ohio
Where Does Your Money Come From. . . .	Lucille Ketchum, Michigan
What Do you Buy With Your Money. . . .	Lucille Ketchum, Michigan
What Type of Recreation Do You Buy with Your Money . . . . .	Irene Crouch, North Dakota
Getting Your Money's Worth for Food. .	Clara Leopold, Nebraska
Sharing and Giving . . . . .	Charlotte Beatty, Vermont
Making a Spending Plan . . . . .	Mamie Whisnant



